



## Remote Learning and Communication Policy

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### Contents

1. Legal Framework/Links with other policies
2. Aims
3. Principles and Practice
4. Remote learning and the circumstances where it will take place
5. Roles and Responsibilities
6. Communication
7. Resources
8. Safeguarding
9. SEND
10. Attendance and Absence
11. Data Protection & Security
12. Monitoring arrangements
13. Remote Education during a suspension or permanent exclusion

### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2023) 'Providing remote education'
- DfE (2025) 'Keeping children safe in education'
- DfE (2021) 'Review your remote education provision framework: schools'
- DfE (2022) 'School attendance: guidance for schools'
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Help with accessing and buying resources for remote education'
- DfE (2021) 'Get help with remote education'
- The Education (Pupil Registration) (England) Regulations 2006
- DfE (2022) 'Safeguarding and Remote education'
- DfE (2022) 'Working together to improve school attendance'

## **Links with other policies/policy addendums**

This policy is linked to our:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Data Protection/GDPR Policy and privacy notices
- Parent/Carer Code of Conduct
- Online Safety Policy
- Acceptable Use Policy
- Acceptable User Agreement
- Remote Learning and Communication Acceptable Use Policy

## **2. Aims**

This remote learning and communication policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum if they are physically unable to attend school
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent, and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

## **3. Principles and practice**

When providing remote education the school will ensure the following overarching principles and practices are adhered to:

- Remote education plans will be kept under review in consultation with staff and will demonstrate a consideration of any additional burdens that providing remote education may place on staff and families
- Work provided during periods of remote education will be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education
- Provision will be ready for pupils to access as soon as reasonably practicable, though in proportion to the length of absence and expected disruption to education
- Remote education will be provided that is equivalent in length to the core teaching time pupils would receive in school where possible, being mindful of the individual needs and circumstances of the pupil and their families. This may include, but is not limited to considering the following:

- A pupil's age, stage of development, and independent study skills
- The existence of any SEND or other additional needs the pupils might have
- The pupil's home environment e.g. having a suitable place and opportunity to study
- Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education
- Any significant demands on parents' or carers' help or support
- Understanding that younger children might require high levels of adult involvement to support their engagement with remote education
- The school will work to overcome barriers to digital access where possible for pupils by, for example:
  - Auditing access to devices and connectivity across the school as part of wider emergency planning
  - Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible
  - Supporting families to find appropriate internet connectivity solutions if and where necessary and possible
- Where required, the school will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication between the school and pupils
- Staff will plan opportunities for regular feedback and interaction with teachers and peers during the school day
- A senior leader with overarching responsibility for the quality and delivery of remote education will be identified and in place
- Staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online
- There will be systems for checking, daily, whether pupils are safe at home and engaging with their remote education

## 4. Remote learning and the circumstances where it will take place

Remote learning will take place under a range of circumstances.

The learning set will differ between year groups and the needs of children.

In the case of a full school closure, remote learning will take place solely through the chosen remote learning platform/s.

Where a partial closure takes place, including of a particular year group/s, remote learning will take place through the chosen remote learning platform/s for the relevant class/classes, where staffing allows. This will include usual weekly routines of assemblies etc, where possible. If remote learning is not able to take place, parents/carers will be informed of the alternative provision that can be offered.

In the case of full or partial (at least one whole year group) closure, due to last for 2 days or more, remote learning may include a range of pre-recorded sessions, live sessions, voice recordings, written and/or practical activities.

In the case of individuals/a small group of children being absent from a class/classes, for example, whilst waiting for a test/due to their siblings/household having to isolate/quarantine etc, some learning tasks will be available through the chosen remote learning platform/s. Completed work can be returned through the learning platform, where possible. It will be marked where possible, in as timely a manner as possible. This is due to the fact that classroom staff may still be undertaking their full time teaching commitment with the majority of their class in school.

All circumstances that give rise to remote learning are different, and may require a different approach. The remote learning available will be determined based on specific circumstances and communicated in as timely a manner as possible.

## 5. Roles and responsibilities

### 5.1 Teachers

Where teachers are providing learning solely through the chosen remote learning platform/s, due to a full or partial closure that is set to last for 2 days or more, they will, ordinarily, be available Monday - Friday between 8:45am – 4:30pm. This will, however, be subject to their own personal circumstances/situation at the time.

Where teachers are still predominantly responsible for their full time teaching commitment in the classroom, activities/tasks/inputs will be uploaded, through the chosen remote platform/s, and can be accessed by the individual/small group of children affected. Returned work will be marked where/when possible.

Work will not be made available for general absence due to illness or for leave of absence.

Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are unable to work for any reason during this time/at certain times, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Planning lessons/a series of lessons that are relevant to the curriculum focus for their own year group
- Providing activities/tasks/inputs that cover, over time and time allowing, the core and foundation subject areas
- Ensuring instructions contain enough detail for the child to be relatively independent (age dependent)
- Considering alternative approaches and/or access for those who do not have access to a device, including printed packs where required, having explored all other options for engagement
- Being aware that a home may not have access to a printer
- Coordinating (along with SLT) with other teachers to ensure consistency of approach and to try and ensure that children with limited access to computers/devices can still complete some work
- Uploading learning activities/tasks/inputs to the chosen remote learning platform/s, allowing for daily learning
- Communicating with other teaching staff regarding foundation subject content

Providing feedback on work:

- Completed work will be accessed through the chosen learning platform/s
- Staff will look at all work returned. Feedback and/or marking of work will also be in place. Marking/commenting on core subject work will be prioritised over other subjects/project work.
- Not all work needs to/will be marked/commented on - this will be at the discretion of individual teachers.
- Once a comment has been added by the teacher to a piece of work that has been completed and returned, the work does not need to be returned again – children should just have a go at any suggestions the teacher has made to improve their work. Comments are not to be sent back and to.
- Completed work will have relevant feedback added in a timely fashion. Timescales will be dependent on teaching staff's daily teaching responsibilities within the school environment and/or their wider responsibilities in relation to remote learning
- Responses will be given, within reason and in as timely a manner as possible, to requests for support from families at home, in relation to the work set

Keeping in touch with children who aren't in school and their parents/carers:

- Year group (homework@) email addresses will be in use should parents/carers need to contact staff
- Staff will, ordinarily, be contactable from Monday - Friday between 8:45am – 4:30pm.
- Responses/feedback will only be sent during these hours.
- Any safeguarding concerns will be reported to the Designated Safeguarding Lead (Miss Lewis) via e-mail (headteacher@endonhall.staffs.sch.uk), in line with our Safeguarding & Child Protection Policy.
- Behaviour issues and/or concerns, such as uncompleted work, will be dealt with in accordance with the relevant policy.

When pre-recording/videoing/appearing/attending virtually, staff, parents and pupils must:

- Be dressed appropriately (for staff – as per the Professional Appearance and Dress Code Policy)

- Keep personal devices in a separate room or ensure they are silenced (for staff – as per the Mobile Device Policy)
- Take a professional approach, as in the usual school environment
- Use an appropriate location e.g. no background noise, no inappropriate material in view etc
- Not be in a situation where less than 3 children are attending virtually, with a single member of school staff, unless:
  - in ear shot/support distance of another member of staff
  - arranged via the Headteacher/SLT in advance
  - the above two points are in place and the session is for the mutually agreed purpose of providing brief individualised support with a task set

## 5.2 Inclusion Support Assistants

When assisting with remote learning, inclusion support assistants must be available during their usual contracted hours on the days they normally work in school. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

When assisting with remote learning, Inclusion Support Assistants are responsible for:

1. Supporting teachers with any tasks that the teacher directs them to do, in line with normal working practice in place in school
2. Supporting children who aren't in school with learning remotely, as directed by the teacher, including:
  - Which children they'll need to support
  - How they should provide support
  - Providing feedback, including through marking, where appropriate
  - Sourcing resources to support remote learning, as guided by the class teacher. This may include for siblings from other bubbles who are isolating.

If pre-recording/videoing/appearing/attending virtually, staff, parents and pupils must:

- Be dressed appropriately (for staff – as per the Professional Appearance and Dress Code Policy)
- Keep personal devices in a separate room or ensure they are silenced (for staff – as per the Mobile Device Policy)
- Take a professional approach, as in the usual school environment
- Use an appropriate location e.g. no background noise, no inappropriate material in view etc
- Not be in a situation where less than 3 children are attending virtually, with a single member of school staff, unless:
  - in ear shot/support distance of another member of staff
  - arranged via the Headteacher/SLT in advance
  - the above two points are in place and the session is for the mutually agreed purpose of providing brief individualised support with a task set

## 5.3 Foundation subjects

Alongside their core subject teaching responsibilities, teachers/subject leads also aim to deliver a broad and balanced curriculum involving all foundation subjects, over time. For remote learning, this could include:

- Setting activities for a range of foundation subjects, accommodating as many as possible over a period of time, subject to capacity (both that of staff and of parents/carers) and the period of time that remote learning is due to be in place
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with other subject leads to make sure that any work set remotely across all subjects is appropriate and consistent, over time.

- Liaising in order to monitor any content being delivered
- Alerting teachers to resources they could use to teach their subject remotely

#### 5.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate
- Having oversight of the learning platform to ensure monitoring of the content
- Monitoring the effectiveness of remote learning activities/tasks/inputs, for example, through contact with teachers and subject leaders, reviewing the work set, and/or through feedback from children and/or parents/carers
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Identifying which families may have no access to the internet and providing alternatives, where possible
- Identifying which families may have no access to a printer and/or providing hard copies of selected resources/activities planned by teachers for collection, where possible and having explored all other options for engagement
- Reviewing the effectiveness of remote education provision to identify strengths and areas for improvement in conjunction with the SLT, making use of and adapting, where necessary, the DfE's '[Review your remote education provision framework: schools](#)'.

#### 5.5 Safeguarding / Designated (or Deputy) safeguarding lead (DSL)

The DSL is responsible for managing safeguarding concerns, as per the Safeguarding & Child Protection Policy.

- Attending and arranging, where necessary, any safeguarding meetings regarding remote education.
- Liaising with the IT technician/lead to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in remote education.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in remote education.
- Identifying the level of support or intervention required while pupils take part in remote education and ensuring appropriate measures are in place.
- Assisting teachers with all remote education lesson planning to ensure the correct safeguarding measures are in place.

#### 5.6 Special Educational Needs & Disabilities Coordinator (SENDCo)

Alongside any teaching responsibilities, Special Educational Needs & Disabilities coordinators are responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Pupil Plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- The SENDCo (and admin staff) will be responsible for making calls to vulnerable children throughout any prolonged period of absence.
- Liaising with the Headteacher and Local Authority (LA) in circumstances where delivering remote education to pupils with EHC plans proves to be challenging or impossible, in order to find other ways to provide education.

#### 5.7 Technician support

The technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Supporting staff to help parents/carers with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Enrolling new cohorts/pupils onto the chosen platform
- Overseeing that all school-owned devices used for remote learning have suitable anti-virus software/malware protection installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Overseeing that any IT equipment used for remote learning is resilient and can efficiently recover lost data.

## 5.8 Children

Children learning remotely will:

- Report any technical issues and any safeguarding concerns or incidents to their teachers as soon as possible.
- Be available and contactable during the school day (even if unable to access a device the entire time)
- Complete daily tasks on the given day, wherever possible or, if not, in the order in which tasks were set
- Seek help if they need it, from teachers or inclusion support assistants
- Alert teachers if they're not able to complete work
- Take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Only send messages and queries that are in relation to tasks/inputs set by the teacher and/or in response to questions the teacher asks them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Be dressed appropriately and be in a suitable place/position to engage in any live sessions e.g. at a desk or table
- Follow usual classroom rules
- Be on time for any live sessions – we may be unable to admit children to live sessions if they arrive after the designated start time. Children joining a live session 10 or more minutes after it has started will not be admitted as too much content will have been missed and is unable to be repeated in this context.

## 5.9 Parents/carers

Parents/carers with children learning remotely will:

- Understand that the availability of school staff is during the specified hours only
- Make the school aware if their child is ill, or otherwise can't complete the work/attend/access the learning prior to any sessions
- Seek help from the school if they need it, including through online guides for the chosen platform/s and/or relevant websites
- Be respectful when making any concerns known to staff
- Support, encourage and supervise their child's learning to the best of their ability
- Encourage their child to access and engage with learning, including messages/posts from their teacher, including being on time for live sessions
- Not record, screenshot or copy any information, messages/videos, tasks, or posts, and/or share them on any social media and/or other platform and/or for any use other than that intended
- Be mindful of the mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
- Understand that children from different year groups will have different work set, and that this may include live and/or recorded sessions
- Understand that adult support will be needed throughout remote learning sessions, depending on age and/or the task set.
- Report any concerns to the Designated Safeguarding Lead or Headteacher (Miss Lewis) via e-mail ([headteacher@endonhall.staffs.sch.uk](mailto:headteacher@endonhall.staffs.sch.uk)), in line with our Safeguarding & Child Protection Policy.

## **5.10 Governing Board**

The Governing Board is responsible for:

- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the Headteacher.
- Ensuring that online safety training for staff is integrated, aligned and considered as part of the school's overarching safeguarding approach.
- Deciding whether information regarding the school's remote education offering should be published on the school's website.
- Having a clear school Attendance Policy on the school website which all staff, pupils and parents understand.
- Developing and maintaining a whole school culture that promotes the benefits of good attendance.

## **5.11 Headteacher**

- Ensuring staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote education, including live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education provision.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Ensuring that pupils have access to remote education as soon as reasonably practicable, where appropriate.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the Governing Board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may require to support pupils with live online lessons.
- Ensuring that the remote education provision expected from staff is accessible to staff with additional needs which may be impacted by the online format e.g. staff who are visually impaired.
- Conducting half termly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.
- Considering the assignment of overarching responsibility for the quality and delivery of remote education to a member of the SLT.

## **5.12 The Data Protection Officer (DPO) will be responsible for:**

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the UK GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the UK GDPR and the Data Protection Act 2018.

## **5.13 The Health & Safety officer will be responsible for:**

- Ensuring that any relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

## **5.14 The School Bursar will be responsible for:**

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## **5.15 The IT lead will be responsible for:**

- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCo to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

## 6. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency. The school will communicate with parents/carers via [email](#) about remote learning arrangements as soon as possible.

The Headteacher will communicate with staff as soon as possible via [email](#) about any remote learning arrangements. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with SLT on a weekly basis.

All communication with pupils and their parents/carers will take place within the school hours outlined in this policy.

Pupils will have verbal contact with a member of teaching staff at least [once](#) per [week](#) via [phone call](#).

Parents/carers and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents/carers and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a [half termly](#) basis and ensure measures are put in place to address gaps or weaknesses in communication.

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – SLT, relevant subject lead, or SENDCo
- Issues with behaviour – SLT or SENDCo
- Issues with IT – computer technician or the Computing lead, if relevant
- Issues with their own workload or wellbeing – SLT
- Concerns about data protection – data protection officer
- Concerns about safeguarding – DSL/DDSL

If parents/carers have any concerns above and beyond the acknowledgement of work by the class teacher, they should contact the Headteacher or a member of the SLT via e-mail.

## 7. Resources

### 7.1 Learning Materials

The school will utilise a range of different teaching methods during remote learning, to help explain concepts and address misconceptions. For the purpose of providing remote learning, the school may make use of:

- Work booklets
- E-mail communication
- Past/mock test papers
- Online learning platforms
- Educational websites
- Task packs/printables
- Pre-recorded videos or audio lessons
- Live lessons

The school will review the DfE's guidance on where schools can source educational resources to assist with the delivery of remote education, and utilise these where appropriate. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning. Teachers will ensure the programmes chosen for online learning have a range of accessibility features e.g. voice-to-text conversion, to support pupils with SEND.

The arrangements for any 'live' classes e.g. webinars, will be communicated via e-mail no later than one day before the allotted time and kept to a reasonable length.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity e.g. live classes with questioning, eliciting and reflective discussion, to the best of their ability.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats wherever possible.

Lengthy or open-ended projects and/or research activities will generally be avoided, with the school prioritising more interactive, teacher-led approaches to delivering the school's planned curriculum. Any teaching plans that involve lengthy or open-ended projects and/or research activities will be approved only if the Headteacher is satisfied that they are likely to lead to strong progress or outcomes.

Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENDCo will arrange additional support for pupils with SEND which will be unique to the individual's needs e.g. via weekly phone calls/additional resources etc.

Where remote education is needed, the school will aim to ensure that it is equivalent in length to the core teaching pupils would receive in schools and includes recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. In Primary schools, good practice is considered three hours a day on average across the cohort for KS1 (with less for younger children) and four hours a day on average for KS2.

## **7.2 Food provision**

The school will signpost parents/carers to additional support, ensuring that children continue to receive the food they need e.g. food banks, local charities etc.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making school meals (that have been ordered) available for collection
- Providing vouchers to families (benefits led FSM)

## **7.3 Costs and expenses**

The school will not contribute to any household expenses incurred while pupils learn remotely e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent/carer will sign and adhere to the Acceptable Use Agreement prior to commencing remote learning.

## **8. Safeguarding**

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include reference to safeguarding procedures in relation to remote working.

All teaching staff will be made aware that the procedures set out in the school's Staff Code of Conduct apply at all times during the delivery of remote education.

The DSL/Headteacher and SENDCo will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to and during (depending on the length) the period of remote learning.

The DSL will arrange for regular contact with vulnerable pupils to be made, once per week (minimum), with additional contact, including home visits, arranged where required. Phone calls made to vulnerable pupils will be made using school phones where possible.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the Records Management Policy.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

Home visits (where required) will:

- Be undertaken by no fewer than two members of staff
- Have at least one suitably trained individual present.
- Be suitably summarised on paper and the records stored so that the DSL has access to them
- Actively involve the pupil
- Only take place following the completion of a Home Visit Risk Assessment.

Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately. Pupils and their parents/carers will be encouraged to contact the DSL if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available for reporting these concerns.

Staff will always have due regard for the school's Child Protection and Safeguarding Policy during remote education e.g. whilst conducting live online lessons.

The planning of live lessons will always be carried out in conjunction with the school's DSL.

The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.

Pupils will not share private information through the live online system. Pupils will not respond to contact requests from people they do not know when using systems for live online lessons.

Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Pupils will be provided with the contact details of the DSL to report any concerns.

Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.

Support staff will be on hand to supervise and handle any sudden changes or developments, such disputes between pupils, that may occur during the live online lesson.

Staff will uphold their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

The school will ensure that parents/carers know what pupils are expected to do for a live online lesson, including the websites pupils will be asked to use and the school staff pupils will interact with online.

The school will communicate the importance of online safety to parents/carers, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. The school will inform parents/carers of the government-approved resources on child online safety to support further.

## 9. Pupils with Special Educational Needs or Disabilities (SEND)

The school is aware of its duty under the Children and Families Act 2014 to use its 'best endeavours' to secure the special educational provision called for by a pupil's SEND and will continue to apply this when remote education is in place.

If a pupil has an Education Health & Care Plan (EHCP) the school will work with the Local Authority (LA) to ensure all the relevant duties under the 2014 Act continue to be met.

The school is aware of its equality duties as set out in the Equality Act 2010 relating to disability and will ensure that, when providing on-site and off-site education to pupils, it:

- Makes reasonable adjustments
- Does not discriminate
- Has due regard to the statutory objectives in the public sector equality duty (PSED)

Where pupils with SEND are not able to attend school and require remote education, the school will put in place an appropriate curriculum, with appropriate teaching and support that will enable the pupil to continue learning effectively.

The school is aware that some pupils with SEND may not be able to access remote education without adult support. In these cases, the school will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In doing so, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely

The school will ensure that pupils with a Special Educational Need or Disability receive additional support with live online lessons where needed e.g. from an additional member of staff within the live online lesson/via phone call.

Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.

The SLT, SENDCo and relevant teacher will consider whether one-to-one lessons are appropriate in some circumstances for pupils with a SEND.

The school will work collaboratively with families to put arrangements in place that allow pupils with SEND to successfully access remote education when necessary.

Teaching staff will liaise with the SENDCo and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period. The SENDCo will arrange additional support for pupils with SEND in line with the individual's needs.

Teaching staff will implement more individualised planning, in liaison with the SENDCo, for pupils with SEND where appropriate – the SENDCo will also contact the pupil's parents/carers to see how the pupil can be supported by adults while learning remotely.

## 10. Attendance and Absence

The school will not view remote education as an equal alternative to on-site attendance, and will only consider remote education as a last resort when the alternative would be no education.

Circumstances where remote education will be considered will fit into the following two categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

The school will continue to record pupil attendance and absence in the register in line with the education regulations and attendance guidance, using the most appropriate code, and in line with the school's Attendance and Absence Policy.

Pupils should be present for remote learning at the times communicated by school staff. Timings will take into consideration the good practice guidance for Primary schools (three hours a day on average for KS1, with less for younger children, and four hours a day on average for KS2). Timings will ensure opportunities for break and lunch times.

Pupils with a SEND or additional medical condition may require more regular breaks and staff will accommodate this on an individual basis, according to their knowledge of the child.

Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so. Parents/carers must inform the school office no later than 8:30am if their child is unwell.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

For individual cases where a pupil is unable to attend school but is able to partake in remote education, the school will consider providing remote education on a case-by-case basis as part of a plan to reintegrate the pupil back to school. Remote education will only be provided when the school judges that its provision will not adversely affect the pupil's return to school.

## **10.1 Closures and attendance restrictions**

The school will ensure that every effort is made to ensure pupils can be taught in person where possible.

The school will explore all options to ensure it can remain open to all pupils; however, in circumstances where it is not possible to safely remain open or where remaining open would contradict local or central government guidance, the school will consider providing remote education.

The school will ensure that it has a plan in place outlining remote education procedures for teachers, parents/carers and pupils. The DfE's emergency planning guidance will be consulted in the event of school closures or attendance restrictions.

## **10.2 Individual cases where a pupil is unable to attend school but is able to learn**

The school is aware that there should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- Recovering from short- term infectious illnesses
- Preparing for or recovering from some operations
- Recovering from injuries where attendance might inhibit recovery
- Whose attendance has been affected by a SEND or a mental health issue

Where these circumstances arise, and after the pupil's absence from school has been established, the school will consider providing remote education on a case-by-case basis, as part of a plan to reintegrate back to school.

The provision of remote education will be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. It will only be provided in circumstances where it is judged that providing remote education would not adversely affect the pupil's return to school.

Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance will be given more support to continue their education as outlined in this policy.

# **11. Data Protection & Security**

## **11.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

- Only use their official school email account and never use personal messaging systems
- Connect to the school network using only a school remote desktop (RDS) connection to work with any personal data, ensuring that no data actually leaves the school premises
- Only use school devices to access the remote desktop
- Inform the SLT if they need to process any personal data, as this will be subject to the GDPR Policy.

## **11.2 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Updating passwords regularly
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## **12. Monitoring arrangements**

This policy will be reviewed on a yearly basis, by the Computing lead. At every review, it will be approved by the Governing Board.

## **13. Remote education during a suspension or permanent exclusion**

In situations where a pupil is suspended or permanently excluded, the school will take steps to ensure that work is set and marked for pupils during the first five school days in accordance with the guidance outlined in the DfE's Suspension and Permanent Exclusion document.

Remote education will not be used as a justification for sending pupils home due to their misbehaviour. Any time a pupil is sent home due to disciplinary reasons, this will be considered as a suspension and will be done in line with the law on disciplinary suspensions. This guidance will continue to be followed even if a pupil has been asked to log on or access online education while suspended. After the agreed period of off-site direction or suspension, the pupil will be expected to attend full-time.